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ABSTRACT

The book examines why college students still write poorly and why various attempts to redress such poor writing skills have failed for the most part by presenting 19 essays by leading writing professionals, English professors, educational theorists, teachers, and curriculum designers. The essays describe what students can and cannot do in the writing classroom and address needed reforms in the whole idea of college composition, especially for the first-year college student. Essays in section one, Writing the Wrongs: Voices of Concern, are: (1) "First the Bad News, Then the Good News: Where Writing Research Has Taken Us and Where We Need To Take It Now" (Wendy Bishop); (2) "Composition at the End of Everything; or, The Bravery of Being out of Range: What's Wrong with a Postmodern Composition Theory?" (Kelly Lowe); (3) "Expressivisms as 'Vernacular Theories' of Composing: Recovering the Pragmatic Roots of Writing Instruction" (Don Bushman); (4) "The Post-Process Movement in Composition Studies" (Bruce McComiskey); (5) "Finding 'The Writer's Way': What We Expected and How We've Erred" (Gina S. Claywell); and (6) "The Writing Center and the Politics of Separation: The Writing Process Movement's Dubious Legacy" (Christina Murphy and Joe Law). Essays in section two, Righting the Wrongs: Voices from the Trenches, are: (7) "Readerless Writers: College Composition's Misreading and Misteaching of Entering Students" (Ray Wallace and Susan Lewis Wallace); (8) "Peer Review and Response: A Failure of the Process Paradigm as Viewed from the Trenches" (Lynne Belcher); (9) "The Service Myth: Why Freshman Composition Doesn't Serve 'Us' or 'Them'" (Kerri Morris); (10) "Preparing Composition Students for Writing in Their Careers" (Donald Samson); (11) "Coming to Terms with the Freshman Term Paper" (James C. McDonald); (12) "The Bytes Are On, But Nobody's Home: Composition's Wrong Turns into the Computer Age" (J. Rocky Colavito); (13) "Technology, Distance, and Collaboration: Where Are These Pedagogies Taking Composition?" (Linda Myers-Breslin); and (14) "Linguistics and Composition" (Sara Kimball). Essays in section three, Writing and Righting the Future: Preparing New Voices, are: (15) "Many a Slip Twixt the Cup and the Lip: Teaching and Learning with Graduate Instructors" (Janice Witherspoon Neuleib and Maurice Scharton); (16) "Obscured Agendas and

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Hidden Failures: Teaching Assistants, Graduate Education, and First-Year Writing Courses" (Stuart C. Brown); (17) "The Preparation of Graduate Writing Teachers: Creating Substance out of Shadows" (Beth Maxfield); (18) "Cognition and Culture: Addressing the Needs of Student-Writers" (Alan Jackson); and (19) "Breaking the Learning Monopoly: Acknowledging and Accommodating Students' Diverse Learning Styles" (Eric H. Hobson). (Contains a 79-item select bibliography.) (RS)

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